

its recently constructed Middle and Upper School Academic Complex, which marks a significant step in the school's ongoing expansion effort. The school's achievements in helping to educate Central New Jersey's young people throughout its forty-one years of existence have truly been exemplary.

The Ranney School, based in Tinton Falls, New Jersey and enrolling 650 students in grades pre-K–12, began as the Rumson Reading Institute. As the school grew, it moved out of the basement of its founders private home and into the 60-acre campus that it currently calls home. In spite of the significant changes during the past four decades, Ranney's mission has continued to emphasize the development of each student's character and sense of scholarship. As a result, many of the school's graduates go on to attend the nation's top colleges and universities.

The completion of the first phase of Ranney's expansion and modernization program will be marked on June 2, as the Academic Complex, comprised of a 40,000 square feet of classroom and laboratory space, will be officially dedicated. The new complex is certainly a testament to the Ranney School's continued commitment to maintaining the highest educational standards for its students and faculty.

Once again, I applaud the Ranney School and its contribution to our community. I ask my colleagues to join me in recognizing the institutions steadfast commitment to the education of hundreds of our nation's young people.

SECTION 245(i) EXTENSION ACT OF 2001

SPEECH OF

HON. MAJOR R. OWENS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 24, 2001

Mr. OWENS. Madam Speaker, H.R. 1885 has been assured of passage as a result of the participation of the White House to promote a four month extension while the President considers our request for a one year or a permanent extension. We should all applaud the bi-partisan cooperation which allows us to immediately relieve the anxieties of many immigrants who could not make the April 30th deadline.

Last month I joined several of my New York colleagues by sending a letter to President Bush asking him to support extending 245(i) by at least one year. "We are concerned that once section 245(i) expires, those individuals who have failed to apply by the deadline could face deportation, and in some cases, be barred from reentry to the U.S. for three to ten years. Many of these individuals are parents of natural-born citizens of the U.S." Recently, President Bush has indicated he does support extending 245 (i) beyond four months. As a result, I look forward to working with the Administration and my colleagues to ensure legal immigrants are given extended opportunities to petition for permanent resident status.

On December 21, 2000 former President Clinton signed into law the Legal Immigration Family Equity Act (LIFE Act) which reinstated section 245 (i) of the Immigration and Nationality Act. As a result, thousands of hard work-

ing immigrants were given the opportunity to apply for legal residence without the threat of being deported. Unfortunately, the deadline for visa petitions expired on April 30th of this year which left many immigrants in my district at a loss. Because of the backlog of immigration cases in large cities such as New York, recent immigrants seeking legal residence face a system that is ill-equipped to handle such a large volume of cases.

Each day, case workers are inundated with hundreds of new cases that demand immediate attention. For this reason, I strongly support H.R. 1885 which extends 245(i) for four months beyond the April 30th deadline. The four month extension will provide relief for thousands of New Yorkers, who due to no fault of their own, did not file a petition before April 30th. Extension of 245(i) would not only benefit legal immigrants who seek permanent resident status, but would ensure the United States economy does not suffer as a result of the mass deportation of thousands of immigrants. With the passage of H.R. 1885 every-body wins.

NO CHILD LEFT BEHIND ACT OF 2001

SPEECH OF

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 23, 2001

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 1) to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind:

Mr. RANGEL. Mr. Chairman, I believe that there are no expendable human resources in my America. I view every high school dropout, every welfare recipient, every child as a vital resource that must be rescued from the effects of dependency, reduced earnings, and the potential of being permanently locked out of a productive future. This Congress must adequately fund public schools; this Administration must support a national initiative to engage educators, parents, business, and communities in addressing the needs of urban schools; and our U.S. Department of Education must articulate a new vision to address the needs of poor performing urban schools. This is about ensuring that we leave no child behind, no family behind, no community behind.

Investment in public education and job training is the key to developing young minds and giving all of America's children a chance to excel. At the present time, however, a significant number of children attend schools where facilities are crumbling, classrooms are overcrowded, students are without computers and Internet access, and many teachers are uncertified and lack the requisite content expertise. While there are many dedicated teachers and great public schools in this country, it is a shame when even one child in the United States receives an obsolete and inadequate education.

America must develop a new paradigm to keep children in school, provide a solid education foundation, world-class academic skills, industry responsive job training, and prepara-

tion for post-secondary education and life-long learning. Children growing up in America's urban communities need to know that there will be a job for them when they complete school. It just makes good sense to educate people.

The economic future of America's urban communities is contingent upon developing strategies for achieving sustainable and systemic change in public school and the delivery of state of the art technical training. We must value the input of families, businesses, teachers, unions, universities, and faith and community-based organizations in a coordinated effort to promote educational achievement and the creation of work. All stakeholders in the community must recognize and acknowledge the contributions of all members of the community.

If this nation is to succeed in closing the opportunity divide, we must first close the racial, literacy, economic, social, and the technology gap for future generations.

The private and public sector must be willing to blur the distinctions among public schools, the business community, and traditional academic institutions. We need a national agenda for addressing poor performing urban schools. This initiative is about creating opportunity for America's poorest communities.

What is good for our poorest communities is ultimately an investment in the future of America's economic growth. Free market expertise can have a dramatic effect the quality of public schools and their ability to attract the best and brightest of the teaching profession.

The business community must assist schools in laying a solid groundwork in math, science, and technology skills at the elementary, middle school, and high school levels. We also must reach out to public schools, whose teachers and administrators are charged with the responsibility to insure that the skills learned today are the skills prospective employers want and need. We must reach into the hearts and minds of the students we serve, giving them the skills, the confidence, and the opportunity to succeed in our nation's increasingly digital economy.

Our nation's children have a big stake in the future of America, but many are not being provided with adequate education, job training, and opportunities that will allow them to take advantage of the prosperity and promise of the new global economy. Tragically, an entire generation of poor urban and rural children, many minority and most undereducated, are missing out on the American dream. At the time of unprecedented economic growth in this country these children are being left behind. Where is the outrage? Where is America's outrage? These children deserve better.

Students in schools that have high concentrations of poor children are at great risk of being left behind in an economy driven by technology, increased knowledge, and higher skills. Gaps in student achievement, between high-poverty and low-poverty students, and between minority students and their peers have persisted and in some cases widened in recent years.

As they get older, these children are less likely than other students to attend a college or university. This breach in opportunity undermines one of the central purposes of public education: providing all children, regardless of background, with a basic sound education and